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ABSTRACT

Educational research seldom addresses the role of the practitioner who must translate the need for change into practice. Written by practicing school administrators in the state of Vermont, this book offers a cohesive rationale and philosophical direction for educational reform, identifies successful reform initiatives, and illustrates how these activities can be implemented in the real world of education. Section 1 contains two chapters that review the need for educational change. The second section includes five chapters that present a different concept of collaborative leadership. The transformation of the teaching and learning process is addressed in the five chapters of Section 3. The fourth section describes new directions in teacher and administrator education, with a focus on a different relationship with higher education. Section 5 includes four chapters that examine how the definition of the educational community must be expanded to include state agencies, social service agencies, and businesses. The final section contains two chapters that attempt to integrate all the pieces of restructuring. (LMI)

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